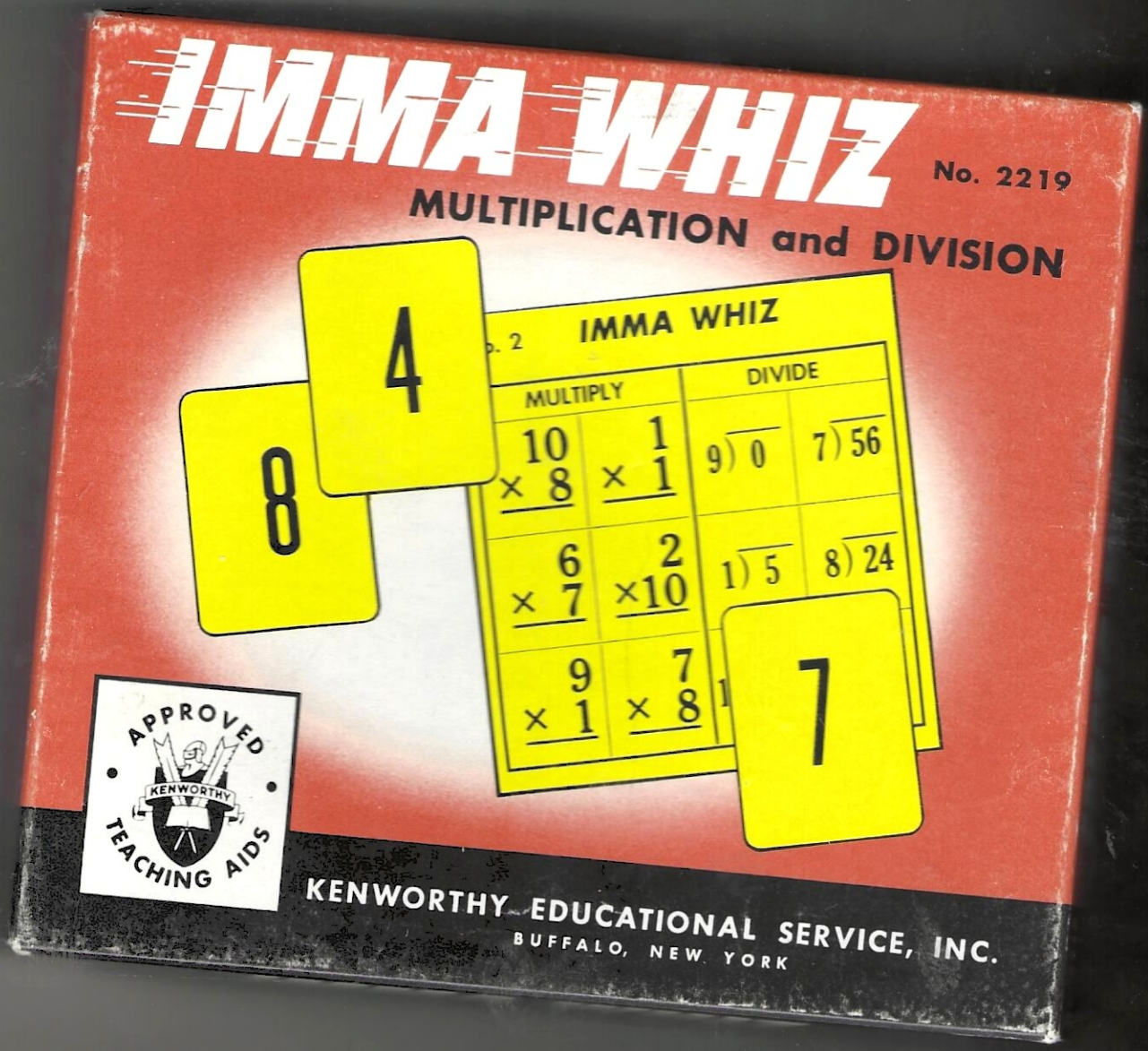
IMMA WHIZ
No. 2219
MULTIPLICATION and DIVISION
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p. 2 IMMA WHIZ
MULTIPLY
DIVIDE
10 × 8
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9) 0
7) 56
6 × 7
2 ×10
1) 5
8) 24
9 × 1
7 × 8
APPROVED
KENWORTHY
TEACHING AIDS
KENWORTHY EDUCATIONAL SERVICE, INC.
BUFFALO, NEW YORK

*Directions for using—* No. 2219

## IMMA WHIZ

### DIVISION - MULTIPLICATION

There are 24 playing cards and 45 answer cards to this game. From 2 to 24 people may play the game at one time. There are no duplicate cards and no duplicate combinations or answers. One player may play two or more cards, or two persons may play one card.

Each player selects a card upon which are 6 problems in multiplication and 6 problems in division. One person is selected to call the answer cards. (In the class room this person could be the teacher.) As the answers are called, the players cover the problems on their cards that have those answers. For example, let us call "6". Each player places a marker on any problem on his card that would have "6" for its answer. And so on for each answer called. The first player to fill a row across or up and down his card calls "Imma-Whiz" and then reads back *the problems and the answers* to check that he is right. If he is, he is the winner. Or, he may be credited with a point and a certain number of points, such as 10, be called game. When playing for a full card there is only one winner.

In the class room, IMMA-WHIZ is ideal for competitive drill. It can be played as a contest by two teams or groups until a certain score is attained or until a previously set date is reached, one point given for each "Imma - Whiz". The keen competition stimulates pupils to learn combinations quickly, accurately, and permanently.

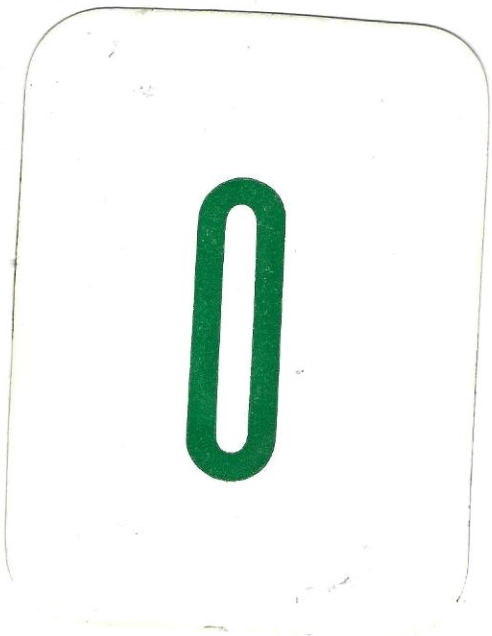
KENWORTHY EDUCATIONAL SERVICE, Inc.—Buffalo, N. Y.

2219-K-1277-72

**SATISFACTION GUARANTEED**

Should you find any discrepancy in the advertised contents of this package, please return this slip with sample and your criticism. Thank you.

KENWORTHY EDUCATIONAL SERVICE, INC.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No. 1

# IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $\begin{array}{r} 1 \\ \times\ 0 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ \times\ 6 \\ \hline \end{array}$ | $10\overline{)20}$ | $1\overline{)6}$ |
| $\begin{array}{r} 2 \\ \times\ 9 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$ | $5\overline{)45}$ | $4\overline{)20}$ |
| $\begin{array}{r} 4 \\ \times\ 7 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ \times\ 1 \\ \hline \end{array}$ | $8\overline{)56}$ | $7\overline{)28}$ |

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No. 2

# IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $\begin{array}{r} 10 \\ \times\ 8 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \times\ 1 \\ \hline \end{array}$ | $9\overline{)0}$ | $7\overline{)56}$ |
| $\begin{array}{r} 6 \\ \times\ 7 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$ | $1\overline{)5}$ | $8\overline{)24}$ |
| $\begin{array}{r} 9 \\ \times\ 1 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ \times\ 8 \\ \hline \end{array}$ | $10\overline{)40}$ | $4\overline{)28}$ |

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No. 3 **IMMA WHIZ**

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ \times\ 5 \\ \hline \end{array}$ | $10\overline{)10}$ | $2\overline{)14}$ |
| $\begin{array}{r} 10 \\ \times\ 6 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ \times\ 1 \\ \hline \end{array}$ | $5\overline{)40}$ | $6\overline{)36}$ |
| $\begin{array}{r} 3 \\ \times\ 8 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ \times\ 9 \\ \hline \end{array}$ | $6\overline{)18}$ | $8\overline{)72}$ |

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No. 4 **IMMA WHIZ**

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $\begin{array}{r} 6 \\ \times\ 9 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \times\ 5 \\ \hline \end{array}$ | $7\overline{)42}$ | $2\overline{)16}$ |
| $\begin{array}{r} 6 \\ \times\ 2 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ \times\ 8 \\ \hline \end{array}$ | $9\overline{)\ 9}$ | $10\overline{)50}$ |
| $\begin{array}{r} 5 \\ \times\ 7 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ \times\ 0 \\ \hline \end{array}$ | $6\overline{)24}$ | $9\overline{)81}$ |

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## No. 5 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $\begin{array}{r} 4 \\ \times\ 1 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ \times\ 6 \\ \hline \end{array}$ | $2\overline{)2}$ | $9\overline{)63}$ |
| $\begin{array}{r} 3 \\ \times\ 4 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ \times\ 7 \\ \hline \end{array}$ | $4\overline{)32}$ | $10\overline{)30}$ |
| $\begin{array}{r} 6 \\ \times\ 8 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ \times\ 3 \\ \hline \end{array}$ | $3\overline{)15}$ | $8\overline{)48}$ |

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## No. 6 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $\begin{array}{r} 10 \\ \times\ 5 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ \times\ 5 \\ \hline \end{array}$ | $3\overline{)27}$ | $7\overline{)7}$ |
| $\begin{array}{r} 7 \\ \times\ 6 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ \times\ 7 \\ \hline \end{array}$ | $4\overline{)12}$ | $6\overline{)42}$ |
| $\begin{array}{r} 1 \\ \times\ 5 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$ | $10\overline{)60}$ | $9\overline{)18}$ |

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No. 7 **IMMA WHIZ**

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $\begin{array}{r} 9 \\ \times\ 5 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \times\ 6 \\ \hline \end{array}$ | $9\overline{)45}$ | $3\overline{)21}$ |
| $\begin{array}{r} 0 \\ \times\ 3 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ \times\ 8 \\ \hline \end{array}$ | $5\overline{)20}$ | $1\overline{)9}$ |
| $\begin{array}{r} 8 \\ \times\ 4 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ \times\ 4 \\ \hline \end{array}$ | $5\overline{)15}$ | $6\overline{)36}$ |

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No. 8 **IMMA WHIZ**

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $\begin{array}{r} 10 \\ \times\ 4 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ \times\ 6 \\ \hline \end{array}$ | $9\overline{)27}$ | $10\overline{)80}$ |
| $\begin{array}{r} 5 \\ \times\ 3 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \times\ 6 \\ \hline \end{array}$ | $4\overline{)16}$ | $6\overline{)12}$ |
| $\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ \times\ 9 \\ \hline \end{array}$ | $5\overline{)35}$ | $7\overline{)63}$ |

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## No. 9 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $7 \times 1$ | $4 \times 7$ | $9\overline{)72}$ | $7\overline{)14}$ |
| $7 \times 7$ | $8 \times 9$ | $4\overline{)24}$ | $8\overline{)40}$ |
| $9 \times 4$ | $9 \times 2$ | $2\overline{)18}$ | $6\overline{)6}$ |

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## No. 10 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $5 \times 6$ | $6 \times 8$ | $6\overline{)48}$ | $3\overline{)6}$ |
| $10 \times 2$ | $3 \times 3$ | $8\overline{)32}$ | $2\overline{)12}$ |
| $0 \times 4$ | $8 \times 8$ | $9\overline{)9}$ | $5\overline{)25}$ |

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## No. 11 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $5 \times 9$ | $6 \times 4$ | $6\overline{)24}$ | $4\overline{)36}$ |
| $1 \times 7$ | $9 \times 9$ | $4\overline{)8}$ | $8\overline{)64}$ |
| $6 \times 10$ | $4 \times 8$ | $7\overline{)42}$ | $10\overline{)30}$ |

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## No. 12 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $2 \times 3$ | $7 \times 9$ | $4\overline{)20}$ | $9\overline{)36}$ |
| $9 \times 10$ | $2 \times 6$ | $8\overline{)16}$ | $3\overline{)24}$ |
| $3 \times 7$ | $7 \times 6$ | $5\overline{)5}$ | $10\overline{)70}$ |

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No. 13 **IMMA WHIZ**

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $5 \times 10$ | $0 \times 5$ | $9\overline{)63}$ | $7\overline{)35}$ |
| $7 \times 4$ | $1 \times 8$ | $3\overline{)9}$ | $6\overline{)54}$ |
| $4 \times 9$ | $6 \times 3$ | $4\overline{)24}$ | $8\overline{)8}$ |

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No. 14 **IMMA WHIZ**

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $5 \times 8$ | $3 \times 9$ | $1\overline{)8}$ | $4\overline{)28}$ |
| $9 \times 6$ | $8 \times 2$ | $6\overline{)42}$ | $5\overline{)10}$ |
| $8 \times 9$ | $6 \times 1$ | $3\overline{)12}$ | $7\overline{)0}$ |

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No. 15 **IMMA WHIZ**

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $\begin{array}{r} 2 \\ \times\ 5 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ \times\ 3 \\ \hline \end{array}$ | $6\overline{)18}$ | $10\overline{)50}$ |
| $\begin{array}{r} 7 \\ \times\ 9 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ \times\ 7 \\ \hline \end{array}$ | $7\overline{)28}$ | $3\overline{)24}$ |
| $\begin{array}{r} 1 \\ \times\ 2 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ \times\ 6 \\ \hline \end{array}$ | $9\overline{)81}$ | $5\overline{)35}$ |

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No. 16 **IMMA WHIZ**

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $\begin{array}{r} 8 \\ \times\ 5 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ \times\ 7 \\ \hline \end{array}$ | $1\overline{)2}$ | $6\overline{)48}$ |
| $\begin{array}{r} 10 \\ \times\ 3 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ \times\ 0 \\ \hline \end{array}$ | $8\overline{)56}$ | $2\overline{)8}$ |
| $\begin{array}{r} 3 \\ \times\ 6 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \times\ 9 \\ \hline \end{array}$ | $7\overline{)7}$ | $5\overline{)30}$ |

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## No. 17 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $7 \times 2$ | $8 \times 8$ | $7\overline{)49}$ | $8\overline{)16}$ |
| $3 \times 7$ | $7 \times 7$ | $3\overline{)12}$ | $9\overline{)54}$ |
| $9 \times 4$ | $3 \times 1$ | $6\overline{)30}$ | $1\overline{)7}$ |

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## No. 18 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $3 \times 5$ | $8 \times 7$ | $10\overline{)90}$ | $1\overline{)3}$ |
| $2 \times 2$ | $9 \times 8$ | $4\overline{)28}$ | $9\overline{)45}$ |
| $6 \times 7$ | $9 \times 3$ | $8\overline{)64}$ | $3\overline{)18}$ |

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## No. 19 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $4 \times 8$ | $10 \times 1$ | $9\overline{)72}$ | $7\overline{)63}$ |
| $0 \times 7$ | $9 \times 5$ | $4\overline{)4}$ | $4\overline{)16}$ |
| $4 \times 6$ | $9 \times 7$ | $6\overline{)12}$ | $3\overline{)18}$ |

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## No. 20 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $7 \times 5$ | $4 \times 3$ | $10\overline{)70}$ | $8\overline{)48}$ |
| $6 \times 9$ | $9 \times 9$ | $7\overline{)21}$ | $2\overline{)16}$ |
| $5 \times 1$ | $7 \times 3$ | $6\overline{)54}$ | $4\overline{)8}$ |

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## No. 21 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $10 \times 7$ | $4 \times 4$ | $4\overline{)12}$ | $7\overline{)56}$ |
| $3 \times 2$ | $7 \times 7$ | $9\overline{)36}$ | $1\overline{)1}$ |
| $4 \times 9$ | $7 \times 4$ | $2\overline{)10}$ | $3\overline{)21}$ |

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## No. 22 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $5 \times 2$ | $6 \times 7$ | $7\overline{)21}$ | $8\overline{)40}$ |
| $7 \times 8$ | $3 \times 10$ | $4\overline{)32}$ | $7\overline{)14}$ |
| $5 \times 4$ | $0 \times 8$ | $3\overline{)3}$ | $6\overline{)42}$ |

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## No. 23 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $3 \times 8$ | $8 \times 6$ | $5\overline{)40}$ | $1\overline{)4}$ |
| $1 \times 3$ | $10 \times 9$ | $2\overline{)4}$ | $8\overline{)72}$ |
| $8 \times 8$ | $8 \times 4$ | $9\overline{)54}$ | $7\overline{)35}$ |

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## No. 24 IMMA WHIZ

| MULTIPLY | | DIVIDE | |
|---|---|---|---|
| $7 \times 7$ | $2 \times 8$ | $8\overline{)48}$ | $4\overline{)36}$ |
| $0 \times 9$ | $9 \times 3$ | $2\overline{)6}$ | $7\overline{)49}$ |
| $7 \times 5$ | $4 \times 2$ | $2\overline{)12}$ | $3\overline{)3}$ |

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# KENWORTHY

## MATHEMATICS

### INSTRUCTIONAL MATERIALS

*For Classroom and Home*

●

**WORKBOOKS**
**FLASH CARDS**
**VISUAL AIDS**
**EDUCATIONAL DEVICES**

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## PRIMARY COUNT AND COLOR

Designed to aid in teaching beginning numbers. Number concept is well developed, and the child is taught by a unique method, through illustrations, to correlate, for instance, the number 4 and the word FOUR. Large illustrations, projecting one idea on a page, stimulate learning and careful coloring. Ample material for a full semester's work, and many suggestions to the teacher or parent.

No. B-3401

## PERCEPTION CARDS

Set of 30 cards, one card for each figure, 1 to 10, one for each word, one to ten, and ten domino cards from one to ten. Can be used as flash cards for instant recognition, for working out various combinations, for number games, etc. Size of cards 6 x 9 inches.

No. 2014

## COMBINATIONS ARE FUN

A stimulating aid to teach and drill the 100 addition combinations. There are eight "brick houses" in a set, each "house" containing 13 windows. An addition problem is printed on the outside of each window and the sum given inside the "house" when the window is opened. By studying the combinations and opening the windows to find the sum, pupils learn the 100 addition combinations quickly. When the combinations have been mastered, many games may be played by one or two, or an entire class. Complete instructions with set.

No. 2230

## PROBLEMS IN COLOR AND NUMBERS

**For Beginning First Grade**

A set of eight different seatwork cards, 9 x 12 inches that teach the six colors, red, blue, orange, green, yellow and violet, by having children recognize the word and place an object which is printed on colored paper upon a similar form. On each card are six sentences in which to insert numbers telling how many of each number in each composition.

No. 2201

## "IMMA WHIZ" ARITHMETIC GAME

No. IMMA WHIZ
MULTIPLY
DIVIDE
6
3
2
3
6
3
6
3
6

## SELF-TEACHING FLASH CARDS

**Addition**
**Subtraction**
**Multiplication**
**Division**
**and**
**Fractions**

These Flash Cards provide maximum visibility with large, clear figures printed in dark green on white cards, 9" x 3". Each set includes 100 combinations of the numerals 1 to 10 except Division set which has 90. The set of 100 Fraction Flash Cards presents a program for teaching and testing all the operations of fraction study.

**No. 2135, Addition**
**No. 2136, Subtraction**
**No. 2137, Multiplication**
**No. 2138, Division**
**No. 2134, Fractions**

## NUMBER RUMMY

Number Rummy teaches concepts, facts, and relationships of numbers. Makes practicing number facts and simple mathematics fun, and provides a positive learning experience with built-in rewards. Provides constructive, quiet, small group learning activity without the teacher's constant attention. **No. 2023**

## MINIATURE FLASH CARDS — 8 Sets

**NEW MATH AND TRADITIONAL**

These sets enable the pupils to work alone at their desks or in small groups. Each presents the 100 basic combinations. One side of card shows answer for learning, while the other side shows the problem only. Cards are 2" x 3".

**NEW MATH**

**No. 2064, Addition**
**No. 2065, Subtraction**
**No. 2066, Multiplication**
**No. 2067, Division**

**TRADITIONAL MATH**

**No. 2060, Addition**
**No. 2061, Multiplication**
**No. 2062, Division**
**No. 2063, Subtraction**

## ALL 4 FLASH PAK —

**TRADITIONAL AND NEW MATH**

Each packet contains four boxes of Miniature Flash Cards, as described above — Addition, Subtraction, Multiplication, and Division. When ordering, please specify by number denoting Traditional Math or New Math.

**No. 2059 — Traditional Math.**
**No. 2068 — New Math.**

## DIAGNOSTIC TESTS

***New Math and Traditional***

These Test Sheets provide a quick, sure means of determining the child's accomplishments or weaknesses. 100 problems per sheet cover the basic combinations.

**NEW MATH**

**No. 2510, Addition**
**No. 2511, Subtraction**
**No. 2512, Multiplication**
**No. 2513, Division**

**TRADITIONAL MATH**

**No. 2500, Addition**
**No. 2501, Multiplication**
**No. 2502, Division**
**No. 2503, Subtraction**

## ADDO

**No. 2220**

This game has been thoroughly tested in the classroom and proved to be a great incentive for the study, practice, and review of the 100 Addition Combinations. As many as 36 plays may participate in one game.

## MULTO

This game is very much like ADDO, and can be used by as many as 36 players at one time. It reviews and drills the 100 combinations in multiplication. It provides highly motivated drill, as well as good constructive fun in the home or classroom. Also may be used for review in the upper grades.

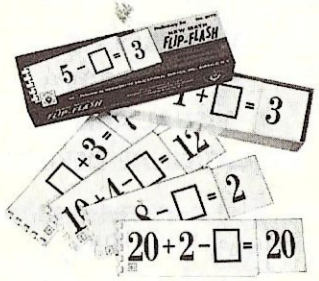
**No. 2221**

## GETTING SET WITH SETS IN MODERN MATHEMATICS

This new book conveys a better and clearer understanding of the vital topic of SETS, found in math programs from the elementary grades through college. The explanation, simplified but fundamental, includes exercises, tests, and an answer section. Equally valuable to students, teachers, and parents.

**No. B-3101**

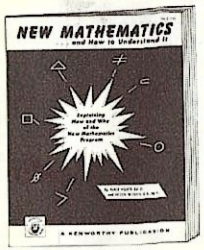
## NEW MATH FLIP-FLASH COMBINATIONS




This series of four sets covers a broad selection of equations in the four fundamentals, and offers a flexible range for grade level. Manipulation of the flip-cards is unique, as the action holds attention and stimulates thinking. Each of the addition-subtraction sets presents 200 equations, and the multiplication-division sets have 100 equations each. These sets are especially designed to motivate the student to think, as he learns the so-called number facts through the use of open sentences.

**No. 2170, Add'n-Subt'n. (Preliminary Set)**
**No. 2171, Add'n.-Subt'n. (Advanced Set)**
**No. 2172, Mult'n.-Div'n (Preliminary Set)**
**No. 2173, Mult'n.-Div'n. (Advanced Set)**

## NEW MATHEMATICS AND HOW TO UNDERSTAND IT




This vital handbook teaches the Why and How of the Modern Math Program, and why New Math is being taught. It explains and illustrates with examples specific steps in processes in solving Math problems. Covers major principles and concepts emphasized from first grade through Junior High. A great help to Teachers and, especially, Parents.

**No. B-3100**

## NEW MATH FLASH CARDS

Approved for Modern Math programs are these four quality-produced sets of New Math Flash Cards — the same combinations used in Kenworthy's popular conventional Flash Cards, but presented in horizontal equations. Dark green on white cards, 9" x 3".

**No. 2130, Add'n. (100 Combinations)**
**No. 2131, Subtr'n. (100 Combinations)**
**No. 2132, Mult'n. (100 Combinations)**
**No. 2133, Div'n. (90 Combinations)**

## COLORED TABLETS

For kindergarten and first grade number work and designing. 320 pieces, one inch in diameter — of circles, squares, triangles, and half-circles in eight colors of construction paper. **No. 2010**

## SELF TEACHER-TESTER-CHECKER

***For Addition, Subtraction, Multiplication and Division***

***Designed For Both Conventional and Modern Math***

These 3-purpose cards enable pupils to learn the arithmetic combinations, test themselves, and check their own answers. After learning combinations, card is placed — testing side up — on sheet of paper. Pupil writes answers through the cut-out section. To check answers the card is simply turned over, showing complete problem, correct answer, and the pupil's answer. Visual checking is instantaneous. Made of durable card stock.

***The Following Numbers Are Conventional Math. Cards***

**No. 2700 — Addition**
**No. 2701 — Subtraction**
**No. 2702 — Multiplication**
**No. 2703 — Division**

***Standard Packaged One Doz. Identical Cards Per Pack.***

***White Bond Paper Also Available. (See Below).***

**No. 2704 — One each of the above four cards and 50 sheets 9" x 12" White Bond Paper.**
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***The Following Numbers Are Modern Math. Cards***

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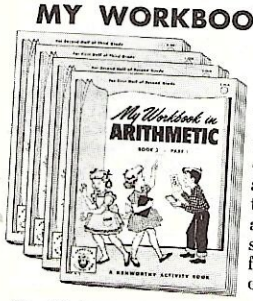
## MY WORKBOOK IN ARITHMETIC

**For Grades 2 and 3**




These are arithmetic textbooks. No other text is needed. Also used to supplement any basal text. The pupil learns how costly errors are, as he scores his work and checks it. He is directed into accurate learning habits. Imaginary problems in these books stimulate interest and provide fun while learning. 64 pages in each book.

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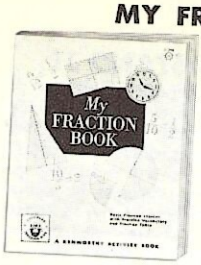


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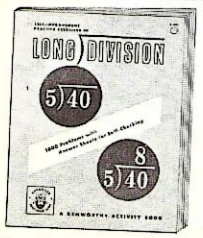


**No. B-3031**

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